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ABSTRACT

The Motivation to Write Profile (MWP) is an instrument which was designed to help teachers gain insights into students' writing motivation. This paper describes the development, administration, and scoring of the MWP and suggests practical ways to use resulting information to create a classroom environment which supports young writers as they learn about writing concepts, strategies, and purposes. Contains 45 references. Appendixes present the three parts of the MWP, teacher directions, directions for scoring, scoring sheet, and directions for conducting the conversational interview. (Author/RS)

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THE MOTIVATION TO WRITE PROFILE: AN ASSESSMENT TOOL FOR ELEMENTARY TEACHERS

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The Motivation to Write Profile: An Assessment Tool for Elementary Teachers

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University of Maryland College Park

INSTRUCTIONAL RESOURCE NO. 38

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The Motivation to Write Profile: An Assessment Tool for Elementary Teachers

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Abstract. *The Motivation to Write Profile (MWP) is an instrument which was designed to help teachers gain insights into students' writing motivation. This paper describes the development of the MWP and suggests practical ways to use the resulting information to create a classroom environment which supports young writers as they learn about writing concepts, strategies, and purposes.*

Studies of emergent literacy have consistently shown that when children are allowed and encouraged to explore literacy, they learn about written language very naturally (Harste, Woodward, & Burke, 1984; Holdaway, 1979; Strickland & Morrow, 1989). In fact, young children often show an interest in writing before they actually read (Bissex, 1980; Durkin, 1966; Hall, Moretz, & Statom, 1976). Despite this natural affinity toward writing, teachers often encounter students in the elementary grades who do not view writing as a meaningful activity, or one in which they would engage by choice. Some children appear to be highly motivated to engage in composing while others will go to great lengths to avoid any task that involves writing. Although there is a large body of research on cognitive strate-

gies used by writers (Britton, 1978; Flower & Hayes, 1977, 1981; Graves, 1975; Sommers, 1980) and process writing (Atwell, 1982; Calkins, 1983, 1986; Graves, 1983, 1995; Hayes & Flower, 1986), few studies have specifically addressed students' motivation to write.

The most recent National Assessment of Educational Progress (NAEP) revealed that many American students engage in a very limited amount of writing and that they find writing difficult, especially informational and persuasive writing. Additionally, the students with the highest writing proficiency are, not surprisingly, the ones who do the most writing. It is clear from the NAEP study and other research (Allington, 1994; Applebee, Langer, Mullis, Latham, & Gentile, 1994), that engagement in sustained writing on a consistent basis is essential if children are to become effective writers. These findings highlight the importance of creating classroom cultures that nurture and support children in developing both the skill and the will to write.

Current research and theory indicate that literacy learning is influenced by a variety of

motivational factors (Ford, 1992; McCombs, 1991a; 1991b; Oldfather, 1993). Two factors that have emerged consistently in past research are task value and self-concept.

Value of Writing

The value an individual places on a task or goal often determines whether or not the individual will expend the effort necessary to accomplish it. Perceptions of task value are based on an individual's beliefs about both the importance of and interest in the task. With respect to motivation to write, it would appear that students who see writing as important and interesting are more likely to be motivated to initiate and engage in sustained writing behaviors.

The construct of value is a component of several recent theories of motivation. In Ford's (1992) Motivational Systems Theory, goals are more likely to be pursued if they are personally relevant and important. Self-determination theory also posits that individuals will be more willing to engage in activities, even those that are not of inherent interest, if the ultimate goal is of personal value (Deci, Vallerand, Pelletier, & Ryan, 1991).

Self-Concept as a Writer

Self-concept is based on individuals' learned beliefs about their work, abilities, or competencies. Competency beliefs are self-evaluations about whether one has the capabilities needed to accomplish a task. There is a vast body of research that supports the contention that perceived self-competence is a significant motivational factor in learning (Bandura,

1989; Covington, 1985; Deci et al., 1991; Dweck, 1986; Spaulding, 1992). Individuals who perceive themselves as being competent at a task are more likely to be motivated to engage in that activity.

The Motivation to Write Profile (MWP) was designed to provide a holistic view of elementary students' motivation to write. The purpose of the MWP is to assist teachers in examining their students' motivation to write in order to create learning opportunities that will support and nurture young writers. Because an individual's perceptions about task value and self-concept are important determinants of motivation, these constructs were used as the conceptual basis for measuring students' motivation to write. In the following section, the development and administration of the MWP will be discussed, as well as its practical use in the classroom.

Description of Instrument

Educators are becoming increasingly aware of the importance of using a variety of assessment measures to both inform and reflect literacy instruction (Johnston, 1992; Valencia, Hiebert & Afflerbach, 1994; Winograd, Paris, & Bridge, 1991). The Motivation to Write Profile (MWP) is a flexible instrument that can make an important contribution to an overall assessment of literacy development. It includes a variety of techniques (multiple choice items, a checklist and an individual interview) that can help teachers to assess students' writing motivation in order to plan motivating writing opportunities. The MWP is designed to be used with students in grades 2 through 6. Consultation with several first-grade teachers during

development indicated that the format of the MWP is likely to be too difficult for average first-graders.

The MWP consists of two parts. The first part, the *Writing Survey*, is a group-administered survey containing 26 Likert-type items and two checklists. The second part, the *Conversational Interview*, provides teachers with a series of open-ended questions designed to explore individual student's writing motivation.

Because the instrument includes both an individual and group measure, it can be utilized in several ways. A teacher may choose to use certain components based upon his/her individual situation and particular students. For example, the *Writing Survey* can be administered to all students to determine the motivation level of an entire class. The *Conversational Interview* can be conducted with all students or with only selected individuals in the class, perhaps those about whom the teacher is most concerned. Alternatively, the entire instrument can be administered to all students for a comprehensive "profile" of their writing motivation and can be an important contribution to portfolio assessment.

Development

Writing Survey

The *Writing Survey* was designed to measure students' motivation in terms of the two dimensions discussed above, task value and self-concept. Item selection was initially based on a review of instruments used in prior motivation research (Gottfried, 1986; Harter, 1981; Johnson & Gaskins, 1991; McKenna & Kear, 1990; Pintrich & DeGroot, 1990; Raynor &

Nochajski, 1986; Schell, 1992; Tunnell, Calder, Justen, & Phaup, 1988). Some items from these instruments were adapted for the present study; additional items were constructed by the researchers to ensure a wide range of items. The criteria for item selection included (1) applicability to grades two through six, (2) applicability to all teaching approaches, (3) suitability for group administration, and (4) accuracy in reflecting the appropriate dimension of motivation (i.e., task value or self-concept).

An initial pool of 40 survey items was compiled based on the four criteria discussed above. In addition, 10 items from a related study on children's motivation to read (Gambrell, Palmer, & Codling, in press) were considered. Items were included on the MWP which were parallel to items from the Reading Survey used in that study in order to conduct a future, integrated analysis. For example, whereas the item in the Reading Survey was "Knowing how to read well is ..." followed by the options "not very important," "sort of important," "important," and "very important," the parallel item from the *Writing Survey* was "Knowing how to write well is ..." followed by the same response options.

Since we know students have different perceptions about narrative and expository writing (Codling, Gambrell, Kennedy, Palmer, & Graham, 1996), items were also included that paralleled the reading study but distinguished between story and report writing as well. For example, an item on the Reading Survey was, "Reading is ..." followed by the options "very easy for me," "kind of easy for me," "kind of hard for me," and "very hard for me." The *Writing Survey* contains the

following items with the same response alternatives: "Writing *stories* is ..." and "Writing *reports* is ..."

The final *Writing Survey* consists of two parts. Part A contains 14 items focusing on task value and a checklist (Appendix A). Part B contains 12 items focusing on perceived self-concept and a second checklist (Appendix B). Each of the items has four possible response options. In order to avoid repetition in the presentation of the response alternatives and to control for the threat of "response set" (i.e., children selecting the same response for each item), some response alternatives proceed from most positive to least positive while others are ordered in the opposite way.

Trained research assistants administered the *Writing Survey* to 72 third-graders and 73 fifth-graders in two Maryland schools and one Virginia school. Split-half reliability was calculated for the *Writing Survey* for third-grade (Part A = .85; Part B = .87; Complete Survey = .85) and fifth-grade (Part A = .78; Part B = .80; Complete Survey = .87).

Conversational Interview

According to Bogdan and Biklen (1992), one purpose of conducting interviews is to gather descriptive data in an individual's own words in order to reveal insights on how they interpret their experiences. Additionally, Seidman (1991) sees interviewing as a way of "understanding the experience of other people and the meaning they make of that experience" (p. 3). The *Conversational Interview* was specifically designed to gain insights into how students create meaning about written language as they engage in writing opportunities inside and outside the classroom. The interview format allowed students to elaborate on the

social setting in which their writing is accomplished and how social factors influence that writing.

The interview questions focus on important areas with respect to writing and motivation. Some questions ask students to tell about *Specific Writing Experiences* and how they felt about them. Next, students are asked about more *General Writing Experiences* at home and at school. The third area of focus, *Intertextuality*, explores the link between students' writing and their past literacy experiences. Questions on the interview also elicit information about whether or not students engage in *Process Writing*. Fifth, *Writer Competence* is explored to elicit details about students' self-concepts as writers. Finally, questions revolve around students' perceptions of the *Instructional Support* they receive.

The *Conversational Interview* was conducted with 40 randomly selected third-grade students and 40 randomly selected fifth-grade students. Two researchers analyzed the 80 interview protocols in order to determine which questions revealed the most useful information about students' motivation to write. Some questions were eliminated because they consistently elicited general information that was not specifically related to writing motivation. A few questions were eliminated or clarified because they seemed to cause confusion for students. The final version of the *Conversational Interview* is contained in Appendix C.

Administration & Scoring

Writing Survey

The *Writing Survey* can be administered to a whole class, small group, or individual. The

entire survey takes approximately 20 min, but teachers of young children may prefer to administer only half of the items at one sitting. Appendix D contains directions for administering the writing survey.

It is important for students to understand that the *Writing Survey* will not be graded in order to encourage honest responses. Students can be told that the survey is intended to provide the teacher with information about how students feel about writing and may provide the teacher with information about how to make writing experiences and activities more interesting for them.

A problem inherent in conducting surveys with young children in the past is that the completion of the survey instrument required students to be able to read well. In other words, reading ability may be a confounding factor if students are required to read the survey items independently. Therefore, the *Writing Survey* should be read aloud by the teacher to ensure successful completion for all students.

During the development phase, we found that it was helpful to read each item on the *Writing Survey* twice. Students should be directed to listen carefully and think about the alternatives as the item is read aloud by the teacher the first time. Students can then be directed to color in the oval next to their choice the second time the item is read aloud.

Directions for scoring the *Writing Survey* are included in Appendix E. A Scoring Sheet is also provided (Appendix F). On the Scoring Sheet, there is a place to record subtotals for the two dimensions measured by the instrument, task value and self-concept, as well as a total score. Additionally, the narrative and

expository items are set aside in order to record specific subtotals for those types of items.

Conversational Interview

Directions for conducting the individual interview are included in Appendix G. The interview takes approximately 20 min per student. However, because it consists of distinct parts, it can easily be divided into segments that can be conducted in 5 to 7 min. The questions serve as a guide for directing the interview. However, teachers are encouraged to deviate from the script in order to more fully explore children's perspectives on writing. Many of the questions suggest a prompt such as, "Can you tell me more about that?" or "Can you give me an example?" It is appropriate to ask additional questions based on personal comments or reflections of students as the interview proceeds.

The *Conversational Interview* is not scored per se. Rather, teachers should analyze responses by searching for personal insights offered by students. For example, the teacher might glean information about the specific topics or types of writing students enjoy most. Or the student might explain how s/he was affected by a particular writing lesson that will help to guide or improve future instructional efforts.

Practical Use of the MWP

The MWP offers teachers a versatile tool for assessing students' motivation to write. The *Writing Survey* provides information about the value students place on writing and the influence of their self-concepts as writers. The

Conversational Interview provides a forum for encouraging discussion that may reveal additional private insights of students. This information can guide teachers in planning appropriate, motivating writing experiences. Following are some specific suggestions about how teachers might utilize the results of the MWP.

For students who fail to see the value or importance of writing:

- Stress the purpose and meaning of writing tasks and activities. Students should always understand the purpose of writing assignments and how these tasks contribute to their growth as writers.
- Provide choice in writing assignments. This serves to help students see how writing can have *personal* meaning. For example, after instruction and modeling on persuasive writing, children could choose a topic of personal interest and a relevant audience for their independent persuasive writing.
- Invite guest speakers to the classroom. Discussion of the daily writing that is required in their jobs will show the various ways that writing is important in different occupations.

For students who do not feel confident in their ability as authors:

- Provide regular opportunities for students to write about personally significant topics. Writing periods should consist of large blocks of time to enable students to engage in sustained writing activities.

- Confer individually with students about their writing. Assessing students' needs within the context of authentic writing experiences offers an excellent vehicle for providing appropriate instructional support.
- Model writing strategies and techniques. Instructional support should include explicit modeling of revision and character development, for example, to enable students to become proficient, effective writers.
- Model positive reactions to students' writing and provide direct instruction in how to respond to a peer's writing. In this way, children will not unwittingly undermine a peer's serious writing efforts.

For students who have difficulty with expository writing:

- Encourage students to write stories that incorporate factual information. This is a very good introduction to expository writing. Children's literature that provides an excellent model includes *Stellaluna* (Cannon, 1993) and *Beethoven Lives Upstairs* (Nichol, 1994).
- Expose students to expository forms of reading and writing early in the elementary grades. It is often the case that primary teachers focus more on narrative than on expository text. When students enter the intermediate grades, they typically encounter more exposure to expository text. Having had no experience with the genre can cause anxiety and confusion.
- Expose students to high quality expository literature. Children can be shown how some expository writing has a narrative

quality to it, making it a bit less formidable.

For students who do not feel comfortable sharing their personal writing:

- Provide an accepting, nonthreatening environment in which all attempts are valued.
- Provide a variety of sharing formats. Rather than the traditional practice of reading aloud to the whole group, try having partners exchange papers or having a student read (with permission) his/her partner's piece to the whole class.

These suggestions are examples of the many ways a teacher might make use of the MWP. Examining trends apparent in the group measure and personal insights revealed by the individual measure can help teachers to assess their students' motivation as well as to create a context that will enhance it.

Summary

Recent research has shown that task value and self-concept are important determinants of motivation. The Motivation to Write Profile (MWP), which is based on these two constructs, is an instrument designed for classroom teachers to measure writing motivation. The two-part instrument, which includes the *Writing Survey* and the *Conversational Interview*, provides a simple-to-use technique for assessing students' writing motivation in order to reveal clues for providing a supportive, nurturing environment for developing writers.

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Appendix A

Motivation to Write Profile Part A—Value of Writing

Name _____

WHAT DO *YOU* THINK ABOUT WRITING?

Sample #1: I am in _____.

- ☐ 2nd grade ☐ 3rd grade
☐ 4th grade ☐ 5th grade ☐ 6th grade

Sample #2: I am a _____.

- ☐ boy
☐ girl
-

1. I would like for my teacher to let us write STORIES _____.

- ☐ every day
☐ almost every day
☐ once in a while
☐ never
-

2. I would like for my teacher to let us write REPORTS _____.

- ☐ every day
☐ almost every day
☐ once in a while
☐ never
-

3. I share what I write with my classmates.

- ☐ I never do this.
☐ I almost never do this.
☐ I do this some of the time.
☐ I do this a lot.
-

4. Writing STORIES is something I like to do _____.

- ☐ often
- ☐ sometimes
- ☐ not very often
- ☐ never

5. Writing REPORTS is something I like to do _____.

- ☐ often
- ☐ sometimes
- ☐ not very often
- ☐ never

6. Knowing how to write well is _____.

- ☐ not important
- ☐ kind of important
- ☐ important
- ☐ very important

7. People who write a lot are _____.

- ☐ very interesting
- ☐ interesting
- ☐ not very interesting
- ☐ boring

8. I share what I write with my family.

- ☐ I never do this.
 - ☐ I almost never do this.
 - ☐ I do this some of the time.
 - ☐ I do this a lot.
-

9. Other people in my house _____.

- ☐ spend a lot of time writing
 - ☐ spend some of the time writing
 - ☐ almost never write
 - ☐ never write
-

10. When I grow up I think I will spend _____.

- ☐ none of my time writing
 - ☐ very little of my time writing
 - ☐ some of my time writing
 - ☐ a lot of my time writing
-

11. I save the things I write.

- ☐ Always
 - ☐ Usually
 - ☐ Sometimes
 - ☐ Never
-

12. I think writing STORIES is _____.

- ☐ a boring way to spend time
 - ☐ an OK way to spend time
 - ☐ an interesting way to spend time
 - ☐ a great way to spend time
-

13. I think writing REPORTS is _____.

- ☐ a boring way to spend time
 - ☐ an OK way to spend time
 - ☐ an interesting way to spend time
 - ☐ a great way to spend time
-

14. I write something _____.

- ☐ everyday
 - ☐ almost every day
 - ☐ once in a while
 - ☐ hardly ever
-

15. If your teacher said that you could choose to do one of the following in the next 20 minutes, which **one** would you choose? Check only **one** thing below.

- _____ write a letter
- _____ write a poem
- _____ write a list
- _____ write in your journal
- _____ write a message or a note
- _____ write in your diary
- _____ write a story
- _____ write a report
- _____ write a paragraph
- _____ write a play
- _____ write study notes

Appendix B

Motivation to Write Profile Part B—Self-Concept as a Writer

Name _____

HOW DO YOU *FEEL* ABOUT YOUR WRITING?

Sample #1: I am in _____.

- ☐ 2nd grade ☐ 3rd grade
☐ 4th grade ☐ 5th grade ☐ 6th grade

Sample #2: I am a _____.

- ☐ boy
☐ girl
-

1. My friends think I am _____.

- ☐ a very good writer
☐ a good writer
☐ an OK writer
☐ a poor writer
-

2. When I write STORIES, I feel _____.

- ☐ very pleased about what I write
☐ pleased about what I write
☐ OK about what I write
☐ unhappy about what I write
-

3. When I write REPORTS, I feel _____.

- ☐ very pleased about what I write
☐ pleased about what I write
☐ OK about what I write
☐ unhappy about what I write
-

4. I like to read what I write to others.

- ☐ Almost never
 - ☐ Sometimes
 - ☐ Almost always
 - ☐ Always
-

5. When I write STORIES, I think I am _____.

- ☐ a poor author
 - ☐ an OK author
 - ☐ a good author
 - ☐ a very good author
-

6. When I write REPORTS, I think I am _____.

- ☐ a poor author
 - ☐ an OK author
 - ☐ a good author
 - ☐ a very good author
-

7. When I don't know what to write about, I _____.

- ☐ almost always get an idea on my own
 - ☐ sometimes get an idea on my own
 - ☐ almost never get an idea on my own
 - ☐ never get an idea on my own
-

8. The STORIES I write are usually _____.

- ☐ very good
 - ☐ good
 - ☐ OK
 - ☐ poor
-

9. The REPORTS I write are usually _____.

- ☐ very interesting
- ☐ interesting
- ☐ OK
- ☐ boring

10. What others think about my writing is important to me.

- ☐ Always
- ☐ Almost always
- ☐ Sometimes
- ☐ Almost never

11. Writing STORIES is _____.

- ☐ very easy for me
- ☐ kind of easy for me
- ☐ kind of hard for me
- ☐ very hard for me

12. Writing REPORTS is _____.

- ☐ very easy for me
- ☐ kind of easy for me
- ☐ kind of hard for me
- ☐ very hard for me

13. Check *all* the items below that you did *this week*.

_____ wrote a story
_____ wrote a play
_____ wrote a poem
_____ wrote a letter
_____ wrote for fun

_____ wrote a report
_____ wrote notes
_____ wrote messages
_____ wrote a list
_____ wrote in my journal or diary

Appendix C

Motivation to Write Profile Conversational Interview

MWP Conversational Interview

Specific Writing Experiences

I'd like to talk about something you've written recently. Can you tell me about something you've written recently?

What was it?

Why did you write it?

Where did you get your idea?

Why did you choose to tell me about this?

Did you share your writing with anyone? Tell me about it.

Tell me about something that you've written recently that you thought wasn't very good. What makes you say that it's not very good?

Have you ever felt really good about something that you've written? What was it? Tell me why you felt good about it.

General Writing Experiences

Do you ever write anything at home? _____

Do you ever talk to anyone at home about what you write? Tell me about that.

Why do you think people write? What are important reasons for writing?

Who gets you interested and excited about writing? Tell me about it.

Is there anything else that gets you excited about writing? _____

Intertextuality

Do you ever think of stories you've read when you are writing a story? ____ Yes ____ No

- If Yes:
- Give me an example.
 - What was the name of the story you thought about?
 - How was your story like the story you read?
 - How was your story different from the story you read?
-
-

Writing Process

Do you think about what you are going to write *before* you write it? Tell me about it.

- Do you do anything in particular?
-

Do you have any writing plans right now . . . something you've been thinking about writing?

Do you revise your writing and sometimes make changes? _____

- Tell me about something you wrote that you revised or changed.
 - What were some of the changes you made?
 - Why did you revise it?
-
-

Do your classmates ever tell you how to improve your writing? How do you feel about that?

- Do they give you suggestions?
 - What kind of suggestions do they give you?
 - Do you have a particular friend or group of friends that you share your writing with?
-
-

Writer Competence

What kind of writer do you think you are? Terrific Good Fair Crummy (*Circle one*)

- Why do you think you are a _____ writer?
-

What do you think you have to learn to be a better writer?

What do you think makes someone a good writer?

Instructional Support

(*If you conference regularly with students about their writing:*) How do you feel about individual conferences? How do they help you with your writing?

Can you remember any particular lesson that helped you with your writing?

What could I teach that would help you with your writing? What do you need help with in your own writing? _____.

Appendix D

Motivation to Write Profile Teacher Directions for Writing Survey

Teacher Directions for MWP Writing Survey

Distribute copies of the *Writing Survey*. Ask students to write their names in the space provided.

Say:

I am going to read some sentences to you. I want to know what you think about writing (or how you feel about your writing). There are no right or wrong answers. I really want to know what you honestly think (or feel) about writing.

I will read each sentence twice. Do not mark your answer until I tell you to. The first time I read the sentence, I want you to think about the best answer for you. The second time I read the sentence, I want you to fill in the space beside your best answer. Mark only one answer. Remember: Do not mark your answer until I tell you to. Okay, let's begin.

Read the first sample item. Say:

Sample #1: I am in (pause) 2nd grade, (pause) 3rd grade, (pause) 4th grade, (pause) 5th grade, (pause) 6th grade.

Read the first sample again. Say:

This time as I read the sentence, mark the answer that is right for you. I am in (pause) 2nd grade, (pause) 3rd grade, (pause) 4th grade, (pause) 5th grade, (pause) 6th grade.

Read the second sample item. Say:

Sample #2: I am a (pause) boy, (pause) girl.

Say:

Now get ready to mark your answer.

I am a (pause) boy, (pause) girl.

Read the remaining items in the same way (e.g., number _____, sentence stem followed by a pause, each option followed by a pause, and then give specific directions for students to mark their answer while you repeat the entire item).

Appendix E

Motivation to Write Profile Directions for Scoring the Writing Survey

SCORING DIRECTIONS: MWP WRITING SURVEY

The survey has 26 items based on a 4-point scale. The highest total score possible is 104 points, which would be achieved if a student selects the most positive response for every item on the survey. On some items, the response options are ordered least positive to most positive (see item #5 below), with the least positive response option having a value of 1 point and the most positive option having a point value of 4. On other items, however, the response options are reversed (see item #1 below). In those cases, it will be necessary to **recode** the response options. Items where recoding is required are starred on the Scoring Sheet.

EXAMPLE: Here is how Jamal completed two items on the Writing Survey.

Part A—Value Item #1: I would like for my teacher to let us write stories _____.

- ☐ everyday
- ☐ almost everyday
- ☐ once in a while
- ☐ never

Part B—Self-Concept Item #2. When I write STORIES, I think I am _____.

- ☐ a poor author
- ☐ an OK author
- ☐ a good author
- ☐ a very good author

To score item #1/above, it is first necessary to recode the response options so that

never equals 1 point,
once in a while equals 2 points,
almost everyday equals 3 points,
every day equals 4 points.

Since Jamal answered that he would like to write stories almost everyday, the point value for that item, 3, is entered on the first line of the Value column on the Scoring Sheet. See below.

The response options for item no. 5 above are ordered least positive (1 point) to most positive (4 points), so scoring item no. 5 is an easy process. Simply enter the point value associated with the response that Jamal chose. Because Jamal selected the fourth option, a 4 is entered for item #5 under the Self-Concept on the Scoring Sheet. See below.

Scoring Sheet	
Value	Self-Concept
1.3	5.4

To calculate the Value and Self-Concept raw scores, add all student responses in the first column. To examine students responses to narrative, expository and general items, simply record the same score in the appropriate place (column 2, 3, or 4). For example, item #1 above would have a 3 in the first column and in the second column because it is a narrative item. The Full Survey raw score is obtained by combining the column raw scores. To convert the raw scores to percentage scores, it is necessary to divide student raw scores by the total possible score.

Appendix F

Motivation to Write Profile Scoring Sheet for the Writing Survey

Writing Survey Scoring Sheet

Student Name _____

Grade _____ Teacher _____

Administration Date _____

*recoding scale

1 = 4	3 = 2
2 = 3	4 = 1

Part A: Value of Writing

		Narrative Items	Expository Items	General Items
*1.	_____	1 _____		
*2.	_____		2 _____	
3.	_____			3 _____
*4.	_____	4 _____		
*5.	_____		5 _____	
6.	_____			6 _____
*7.	_____			7 _____
8.	_____			8 _____
*9.	_____			9 _____
10.	_____			10 _____
*11.	_____			11 _____
12.	_____	12 _____		
13.	_____		13 _____	
*14.	_____			14 _____
Value				
Subtotals	_____	_____	_____	_____

Part B: Self-concept

		Narrative Items	Expository Items	General Items
*1.	_____			1_____
*2.	_____	2_____		
*3.	_____		3_____	
4.	_____			4_____
5.	_____	5_____		
6.	_____		6_____	
*7.	_____			7_____
*8.	_____	8_____		
*9.	_____		9_____	
*10.	_____			10_____
*11.	_____	11_____		
*12.	_____		12_____	
Self-concept Subtotals	_____	_____	_____	_____
	Narrative Total	_____		
		Expository Total	_____	
			General Total	_____

Score Summary

Value	_____/56 = ____%	Narrative Total	_____/28 = ____%
Self-concept	_____/48 = ____%	Expository Total	_____/28 = ____%
Total Survey	_____/104 = ____%		

Appendix G

Motivation to Write Profile Directions for Conducting the Conversational Interview

TEACHER DIRECTIONS: MWP CONVERSATIONAL INTERVIEW

1. Duplicate the *Conversational Interview* so that you have a form for each child.
2. Choose in advance the section(s) or specific questions you want to ask from the *Conversational Interview*. Reviewing the information on students' Writing Surveys may provide information about additional questions that could be added to the interview.
3. Familiarize yourself with the basic questions provided in the interview prior to the interview session in order to establish a more conversational setting.
4. Select a quiet corner of the room and a calm period of the day for the interview.
5. Allow ample time for conducting the Conversational Interview.
6. Follow up on interesting comments and responses to gain a fuller understanding of students' writing experiences.
7. Record students' responses in as much detail as possible. If time and resources permit, you may want to audiotape answers to be transcribed after the interview for more in-depth analysis.

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